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THE TEACHING OF ENGLISH TO NON-ENGLISH-SPEAKING MIGRANTS.

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THIS PROVISIONAL GUIDE FOR TEACHING ENGLISH TO NON-ENGLISH SPEAKING MIGRANTS PRESENTS THE USUAL ENGLISH LINGUISTIC PROBLEMS OF SPANISH-SPEAKING LEARNERS--CONSONANT SOUND PROBLEMS, VOWEL SOUND PROBLEMS, CONSONANT CLUSTER PROBLEMS, LANGUAGE RHYTHM PROBLEMS, AND INTONATION PROBLEMS. AIDS TO SPANISH USAGE AND PRONUNCIATION, INCLUDING VOWEL SOUNDS, CONSONANTS, SYLLABLE STRESS AND DIVISION, AND DIPHTHONGS, ARE DISCUSSED, AND TEACHING MATERIALS AND TEACHER GUIDELINES ARE RECOMMENDED. INCLUDED ARE ENGLISH-SPANISH COMPARISONS FOR NAMES OF CHILDREN, FAMILIAR CLASSROOM EXPRESSIONS, AND FORMAL EXPRESSIONS USED WITH ADULTS. BOOKS I AND II OF FRIES AMERICAN ENGLISH SERIES IN IDENTIFICATION OF PATTERNS ARE OUTLINED. A SHORT BIBLIOGRAPHY IS INCLUDED. (RB)

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by Lawrence P. Vito, Chairman
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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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A PROVISIONAL GUIDE

INTRODUCTION:

Collier County, especially in the Immokalee area, expects the greatest influx of Non-English speaking migrants that it ever had before. Because these migrants and their children have educational needs that are quite different from those of the native English speakers, it is important that their needs be recognized and that the necessary provisions be made for meeting them. The challenge of making these provisions requires an informed and understanding attitude toward their language and a strong concern for their welfare, adjustment, and growth, before there can be any effective teaching and learning.

The educational goals of the non-English speaking children are also quite different from those of the English speaking pupils. As the primary need for these migratory young people is verbal communication, then the main emphasis at first is placed on their learning to speak, and soon they may know enough English to enable them to participate as much as possible, for the time they are here, in the regular school program, and at their particular elementary or secondary level. The goal for the adult students should be quite the same, although it might be less attainable, because of their small amount of time spent in school, and also because of their proneness to miss school for various economic reasons. To be sure, some children, as well as some adults may already have more or less competence in the use of English, but whatever the degree of their ability to understand and use English, they should not be held responsible for content in areas such as science, and social studies. They can, however, be expected to achieve a more satisfactory success in art, music, mathematics, shop, home economics, and physical education in which demonstration and evaluation can be made through performance rather than verbalization.

*The English speaking migrant children can profit from the same program since they also are constantly on the move, and their language and cultural background may be very poor.

Generally, non-English speaking pupils will have the same range of emotional and learning problems as do the English speaking children. Ordinarily, these new pupils would require between one and two years to learn English well enough to do the regular work of the grade in which they belong, but only the very young can be expected to learn to speak English without an accent and without some of the errors that are characteristic of foreign speakers. This is because language learning, like teething, is a normal function of childhood. Like a sponge, the young child absorbs all habits, attitudes and activities. However, since we are dealing with the problem of the ever shifting migrant, it is difficult to predict how long it would really take these youngsters to learn to handle the expected minimum of their new language. It will depend a great deal on whether their new destination has a similar program and whether these same pupils return to us year after year. We do know, however, that if these children happen to go to such places as New York, Texas, Arizona, Colorado, California, and Puerto Rico, they will have the same type of program, namely, the Miami Linguistic Readers Series, and perhaps also the Fries American English Series.

Before we attempt to teach English as a foreign Language, it must be shown how English compares with, or mainly how it differs from other languages, and how the learner may react toward it. The English Language, having evolved from so many other tongues, both ancient and modern, has posed countless problems with its phonology throughtout its developmental changes to modern times. So vast is its lexical range that even as far back as Shakespeare's time it contained some 400,000 words. The present estimate, according to lexicographers, is 5,000,000 and, of course, still growing with our continuing coinage of terms in all fields of endeavor. "Our Queer Lingo" is the only popular modern language that cannot be taught by means of the International Phonetic System. In a purely phonetic language there are as many letters in the alphabet as there are elementary sounds. Since this is so, then sounds and letters do agree and, therefore, there is no need for formal spelling in reading and writing. Written dictation takes its place. English however has 44 elementary sounds, but only 23 alphabet letters with which to indicate them, the letters C, Q, and X being superfluous and variable in their use.*

*For an array of interesting statistical figures on English phonology see Reading with Phonics by Hay & Wingo (Revised Teachers' Edition), J.B. Lippincott Co.

In spite of these figures and irregularities, the basic speaking vocabulary can be mastered by any child by the age of five. To quote Dr. Richard N. Krogh in the last verse of his poetic spoof on the English language (New Mexico Foreign Language News),

> "English, a dreadful language? Why, man alive,
> I'd learned to talk it when I was five,
> And yet to write it, the more I tried,
> I hadn't learned it at fifty five."

However, to understand the linguistic problems the non-English speaking children will be facing in learning the new language, we must realize that they will have to cope with not only the irregular phonology* that befuddles our own English speaking children when they are introduced to reading, but also with problems related to culture, grammatical order, and a limited Spanish phonetic range. The usual difficulties of Spanish speaking learners are as follow:

CONSONANT-SOUND PROBLEMS

1. The th, as in thumb, thin, path. The Spanish-speaker, in attempting to approximate this sound, will usually produce an s sound, as sing, sin, pass. But he can be helped by comparing this sound to the Castilian "C" in Cinco.

2. The j, as in the word judge. In attempting to pronounce this sound, the Spanish-speaker will say chuch. Still others pronounce it as "y" in you.

3. The th, as in the words the, though, and this. The Spanish-speaker will usually pronounce this sound as a soft D, as de, dough and dis.

4. The sh, as in the words she and shoe. The sound is often produced by Spanish-speakers as s, as see and sue. Others will pronounce it as "ch" in chair.

6. The voiced s sound, as in zinc, rise, and zoo. This sound is produced by the Spanish-speaker as a voiceless s, as sink, rice, and Sue.

*For an "illuminating" discussion on the many phonetic transcriptions of the same key word see Gleason's Introduction to Descriptive Linguistics, Chap. 16. Here is an example of three transcriptions for the same key word----beat: byit----bit----bet.

7. The b sound, as in bar, rabbit, and cab. In attempting to approximate this sound the Spanish-speaker may say the p sound as in par, rapid, and cap.

8. The v sound, as in vote, veil, and vest. In attempting to approximate this sound the Puerto Rican learner of English will say boat, bail, and best.

9. The d sound, as in din and den. The Spanish-speaker will usually pronounce this sound as a t in tin and ten. Others may sound it as "th" in this.

10. The ch sound, as in watch, catch, and chew. In attempting to approximate this sound, the Spanish-speaking learner of English will say the sh sound as in wash, cash, and shoe. With a little patience, however, the learner can be shown that it is the same sound as in mucho.

11. The y sound, as in use and yellow. The Spanish-speaker will usually pronounce this as juice and jello. Here again, he can be shown that Spanish has the same sound in the "y" in yuca.

12. The n sound when it appears in final position in words like thin, run, and ton. The Spanish-speaking pupil will usually say thing, rung, and tongue.

13. The m sound when it appears in final position in words like comb, dime, and some. The Puerto Rican pupil in attempting to approximate this sound will say cone, dine, and son.

14. The g sound in such words as dug, goat, and pig. This sound is usually produced by the Spanish-speakers as duck, coat, and pick.

15. The sound w as in way, wash, and woman. Spanish-speaking pupils will usually say gwash, gway, and gwoman, because in Spanish the "w" sound is generally preceded by the "g" sound: "agua", "guante", "guapo".

VOWEL SOUND PROBLEMS

1. The a as in hat, cat, and map. This sound is usually pronounced by the Spanish speaker as the vowel in hot, cot, and mop (or after many attempts to approximate the sound, as het, ket, and mep).

2. The vowel sound in the words done, sung, and cut. The Puerto Rican pupil will tend to produce this sound as in dawn, song, and caught.

3. The ee sound as in leave, feel, and sheep. This sound is usually pronounced by the Spanish-speaker as the i sound in live, fill, and ship.

4. The i sound in live, fill, and ship. This sound when attempted by the Spanish-speaker is produced as the ee sound in leave, feel, and sheep.

5. The ey sound in late, mate, and gate. The Spanish-speaking pupil may produce this sound as the e sound in let, met, and get.

6. The e sound in let, met, and get. The Puerto Rican pupil will tend to produce this sound as the ey sound in late, mate, and gate.

7. The oo sound in pool and fool. The Spanish-speaking pupil, in attempting to approximate this sound, will pronounce it as the u sound in pull and full.

8. The u sound as in pull and full. This sound will be produced by the Spanish-speaking pupil as the oo sound in pool and fool.

9. The o sound as in coal, bowl, and hole. The Spanish-speaking pupil in attempting to approximate the English sound will say it like the vowel sound in call, ball, and hall.

10. The sound aw in dawn, song, and caught. The Spanish-speaking pupil may, after practice in other English vowel sounds, produce it as the o of done, sung, and cut.

11. The o sound in hot, cot, and mop may approximate the a of hat, cat, and map.

CONSONANT CLUSTER PROBLEMS*

In addition to the problems of understand and producing the significant consonant and vowel sounds of English just indicated, the Puerto Rican learner is also faced with problems of consonant clusters. Many English clusters do not exist in Spanish, or, if

*For a more extended treatment of consonant cluster analysis see Charles C. Fries, Teaching and Learning English as a Second Language . Ann Arbor: University of Michigan Press, 1953, pp. 18-20.

they do exist, do not occur in the same positions. For example, the kt cluster appears in Spanish in such words as acto, tacto, octavo, etc., but does not appear in final position in Spanish words. Hence, the Spanish-speaking person has difficulty in pronouncing the kt combination in such words as act, walked, talked, liked, etc., The sp cluster appears in the Spanish in such words as espanol, espeso, esposa, etc. Since it is always preceded by the e sound in Spanish, the Spanish-speaker will tend to hear and say the e sound as preceding the initial sp in English. Hence, he will say espeak, for speak, estudy for study, etc., and the older he is the more difficulty he will have in pronouncing and espeaking English

The sound clusters underlined in the following words illustrate the basic consonant clusters that do not appear in final position in Spanish words: store, speak, small, snow, sky, sleep, screw, spring, square, street.

The sound clusters underlined in the following words illustrate the basic consonant clusters that do not appear in final position in Spanish words: land, hunt, fast, fence, old, box, world, sink, act, change, melt, desk, help, milk, health, first, ask, bench, left, film, tenth, hands, fifth, eighth, clubs, bags, breathes, lifts, walks, lived, raised, pushed, pulled, touched, watched, danced, cashed, helped.

The teacher must expect her Spanish-speaking pupil tc require special help with consonants and consonant combinations like those listed in the two preceding paragraphs.

FOR PROBLEMS IN RHYTHM

Rhythm in language is a matter of stress and speed. In English, stress is rather regularly spaced in terms of time interval between accented syllables. For example, in the following sentence each of the three sections takes about the same time to say:

The cow/ lives on the farm / next to my uncle's house.

that is "the cow" (2 syllables) takes about as long to say as "Lives on the farm" (4 syllables) and"next to my uncle's house" (6 syllables).

In order to maintain this regular rhythm, we accelerate our production of unaccented syllables between stressed syliables.

The Spanish-speaker can not, when first encountering English, reproduce this steady language rhythm or understand it because of the tendency in Spanish to produce all syllables at about the same rate of speed.

In addition, there are some features of stress in Spanish which tend to carry over into English and to contribute to what some may consider a characteristic "Puerto Rican accent." For example, the Spanish-speaker tends to stress the following language elements which the English-speaker never stresses in everyday matter-of-fact speech:

1. The articles a, an, and the. The Spanish-speaker will say: á peach for a peach; an apple for an apple; the grapes for the grapes.

2. The possessive adjectives my, your, his, her, its, our, and their.

3. The prepositions in, on, off, under, to, etc.

4. The Puerto Rican is likely to stress the pronouns I, me, we, us, he, him, you, they, them, she, her, and it.

5. The Spanish-speaking pupil will frequently stress such conjunctions as: although, and, or, as, that, etc.

6. The Spanish-speaker will usually stress any form of the verb be and the auxiliary verbs. The Puerto Rican will say: I am walking for I am walking; He is A monitor for He is a monitor; We are here for We are here; etc.

MAJOR PROBLEMS IN INTONATION

The rise and the fall of the voice make up the intonation or melody patterns of the language. The intonation patterns of English differ from those of Spanish. As in the case of the sounds and the rhythm, the Spanish-speaking person will tend to carry over into English the intonation patterns of his original language. For example, in English the polite request pattern uses a falling intonation: Please open the door. In Spanish, however, the polite request uses a rising intonation.

Features of intonation are complicated and do not lend themselves to simple generalizations. For a more complete discussion of intonation, the reader is referred to : Kenneth L. Pile, The Intonation of American English (Ann Arbor: University of Michigan Press, 1945).

However, for our own purpose and guide, examples of intonation may be found in the index of every manual in the Miami Readers Series of every Teachers' Guide in the Fries American English Series.

TEXTS TO BE USED:

1. Bulletin 1-C (Revised) - Dade County Plan - For The Teaching of English as a Second Language. This manual contains the entire plan: Administration, orientation, classification, grade placement, scheduling, guidance, library services, evaluation and testing, promoting and grading, record cards, qualifications for regular teachers and Cuban or Puerto Rican Aides, in-service education methods and procedures, and other useful information.

2. The Miami Linguistic Readers Series - with teachers manuals. Grades 1-3

3. The Fries American English Series (Revised) - with Teachers' Guides, including an appendix on pronunciation and intonation. Grades 4 and up.

4. Teaching English to First and Second Grade Latin-American children - (possibly revised) Bulletin #2-G, Dade County, Florida.

These texts, manuals, guides and materials all adhere to the basic philosophy for the sequence of language teaching: modeling, listening, (mimicking and repeating the model until absorbed, by the class, the group, the individual, and back to the class), speaking, and reading and writing the same materials.

GUIDELINES FOR TEACHERS:

1. The primary instructional goal is to teach the non-English speaking children to understand and to speak English so that they will develop an adequate oral command of the English language before they are taught to read and write. Only after listening and speaking have been mastered may the printed word be used. Mastery is defined as instantaneous and immediate response (response without hesitation) to the words used in varying language situations.

2. The special qualities of a teacher who will work with the non-English speaking child include patience, kindness, understanding and sincerity. The child needs to be accepted. Acceptance of the child is reflected by the teacher's attitude, a smile, gestures. The child's school environment must be one of trust, understanding and security. Human relationships will determine the willingness of the child to speak.

3. Praise all efforts to speak English. Criticism, not carefully directed, may drive the child into silence and back into Spanish.

4. Voice has a very important effect upon pupils. The intonation and inflection are imitated by children even before they can express themselves adequately. Speak clearly and distinctly. Pronunciation must be correct.

5. Work with whatever system is adopted and the words common to the child's environment and experiences, within the framework of the most useful grammatical patterns of the language.

6. Continuous repetition and drill in listening, speaking and repeating English is needed.

7. Use objects, pictures and more pictures as well as your hands and motions to get ideas across.

8. When you seem to have a problem in getting across an understanding use a child who understands to explain in the first language.

9. Frequent variation of learning activities will break the monotony of needed verbal repetition.

10. Spanish should be spoken only in emergency situations.

11. Plan a good day, involving the children as much as possible. Let them know what is to be done, and what is expected.

12. Have a set routine and do not deviate from it anymore than necessary.

13. Set definite and consistent behavior limitations within which all pupils must work so that an understanding is quickly developed regarding what they can and cannot do. This should be started the first day of school.

14. Keep in mind that these children differ among themselves in their capacities for learning. The levels of intellectual achievement will vary. Some children who are successful in other areas of work may find learning through English most difficult. Therefore, teachers must present the lessons with interest and enthusiasm.

15. Speak at a normal speed and use the contractions that English speaking people normally use in speaking colloquial English.

16. Some knowledge of the Spanish language will help. If you can pronounce their names, and can use some expressions when necessary, your new adventure will be more rewarding right from the start.

17. In the following section, for your information and convenience, you have:

    1. Minimal Aids to Spanish Usage and Pronunciation.
    2. A list of Spanish names.
    3. A list of Spanish familiar expressions.
    4. A list of formal expressions used with adults.
    5. A list of unit pattern drills for the Fries American English Series - Books I and II.
    6. A bibliography

MINIMAL AIDS TO SPANISH USAGE AND PRONUNCIATION

1. Nouns

Nouns in Spanish are masculine or feminine.

All nouns ending in o are masculine -- el libro, el muchacho, el sombrero, (Exception -- la mano (f) -- the hand.)

All nouns ending in a, ión, or d are feminine -- la casa, la muchacha, la misión, le lección, la pared, la ciudad. (Exceptions -- el dia (m) -- the day; el policía (m) -- policeman.)

A noun having some other ending should be learned with the article which indicates the gender --

el lápiz (m),	el papel (m),	el pan (m),
la carne (f),	la calle (f),	la miel (f).

2. Articles

The definite article -- the

sing.	plur.
el (m)	-los (m)
la (f)	-las (f)

Example:

el libro	los libros
la pluma	las plumas

The indefinite articles -- a, an

un (m)
una (f)

Example: un amigo
una casa

3. Plurals (nouns, etc.)

A noun ending in a vowel adds s to form plural --

sing. --	plur. --
el amigo	los amigos
la niña	las niñas

A noun ending in a consonant adds es to form plural --

sing. --	plur. --
el papel	los papeles
la lección	las lecciones

A noun ending in a "z"---change "z" to "c" and add es:

sing. --	plur. --
la luz	las luces

4. Adjectives (descriptive words)

All adjectives agree in gender and number with the noun they describe.

Adjectives ending in o, change the o to a in the feminine.

Example: el papel blanco (m)
la casa blanca (f)

Adjectives not ending in o have the same form in the masculine and the feminine.

Example: el libro grande (m)
la casa grande (f)
el lápiz azul (m)
la blusa azul (f)

Adjectives form plurals like nouns, adding s or es.

Example: el papel azul
los papeles azules
la puerta grande
las puertas grandes

Adjectives generally follow the noun they describe, as ---
las casa blanca, etc.

5. Verbs (Action words)

In Spanish the verb ending indicates the subject and tense of the verb.

Subject pronouns, I, he, she, etc., are therefore not necessary and are usually omitted.

Usted (Ud.) -- you, and ustedes (uds,) -- you are retained

I speak	(Yo) hablo
He, she speaks	(El, Ella) habla
You speak (singular)	Ud. habla
You speak (plural)	Uds. hablan
We speak	(Nostros) hablamos
They speak	(Ellos) hablan

Summary of verb endings in present tense; the following are the three types of regular verbs in Spanish:

I .....(yo)	hablo	como	escribo
You .....tú	hablas	comes	escribes
You .....Ud.	habla	come	escribe
He, she ..(él, ella)	habla	come	escribe
We .....(nostros)	hablamos	comemos	escribimos
You .....(vosotros)	habláis	coméis	escribís
You .....Uds.	hablan	comen	escriben
They .....(ellos, ellas)	hablan	comen	escriben

AIDS TO PRONUNCIATION

1. Vowel Sounds -- Stress underlined syllables.

a -- as in father -- ala, Ana, casa, sala

e -- as in let -- el, papel, pared

i -- as in machine -- si, silla, tinta, sin

o -- as in obey -- donde, flor, pongo, sombrero

u -- as in soon -- una, pluma, mula, burro

2. Consonants -- Most Spanish consonant sounds are similar to English

b and v are pronounced alike in Spanish, with lips pressed lightly together -- Habana, vida, voy, vamos, bebo

c -- (before e or i) -- like s -- centavo, cinco, centro
like k -- camino, como, cura, clase

d -- Pronounced softer in Spanish

g -- (before e or i) -- like h -- gente, general, gitana

g -- (in any other combination) -- like g in go -- gato, gorra, gusto, guerra (u is silent in gue), guitarra, (u is silent in gui), ingles

h -- is always silent -- hora, hablo, hoy, hasta

j -- like h in Ha!-- bajo, junto, hijo, José

ll -- like y in yes -- silla, me llamo

n -- like ny in canyon -- mañana, año, niño

q -- always followed by u -- pronounced like k -- qué -- quién, quiero

r -- trilled slightly -- para, tres, treinta

rr -- trilled strongly -- perro, carreta

x -- (before vowel) --as in English* -- examen, exacto, éxito

x -- (before consonant) -- like s -- Taxco, explicar, extra

y -- like Spanish i -- y, muy, hay

z -- like s -- diez, lápiz, feliz, zapato, cabeza

* Mexico -- x pronounced like h (Aztec word).

3. Stressing of Syllables

All words ending in a consonant, except n or s, stress the last syllable of the word, as -- papel, azul, capaz, pared, mujer.

All words ending in a vowel, or n or s stress the next to the last syllable, as -- niño, muchacho, grande, papeles, Estados Unidos.

All words having written accent stress the syllable thus accented as -- está, José, inglés, creyón.

Words not stressed according to first two rules given above, have a written accent over the syllable to be stressed.

4. Syllable Division

In Spanish there are as many syllables in a word as there are vowel sounds or diphthongs -- fi-lo, So-fí-a, Es-ta-dos U-ni-dos.

A single consonant between two vowels always goes with the following vowel -- ma-lo, ma-na-na, a-mo, ú-til.

Two consonants coming together are separated --ac-to, don-de, tin-ta, cin-co, car-ne. (ll,rr, ch, are considered single consonants and are never separated -- si-lla, pe-rro, mu-cha-cho.)

When the second of two consonants is l or r, the two are not separated -- ha-blo, a-bre, le-tra, li-bro.

5. Diphthongs

When a strong vowel (a, e, o) and an weak vowel (i, u) come together, they are not separated; they form one syllable; both vowels are sounded, but as one sound -- bue-no, Jai-me, oi-go, puer-ta, hay, sie-te, cua-tro, ai-re, bien.

SPANISH NAMES OF CHILDREN

MUCHACHAS	GIRLS	MUCHACHOS	BOYS
Adela (Adelita)	Adele	Alberto	Albert
Alicia	Alice	Alejandro (hah)	Alexander
Amalia	Amelia	Alfonso	Alphonso
Ana	Ann	Alfredo	Alfred
Anita	Anita	Andres	Andrew
Azucena	Lily	Antonio	Anthony
Beatriz (Belita)	Beatrice	Arturo	Arthur
Berta	Bertha	Bartolomé	Bartholomew
Carlota	Charlotte	Benjamín (hah)	Benjamin
Carolina	Caroline	Carlos	Charles
Carmen	Carmen	Cristóbal	Christopher
Catalina	Catherine	Diego	James
Delia	Delia	Eduardo	Edward
Dolores	Dolores	Emilio	Emil
Dorothea (teh-ah)	Dorothy	Enrique (Keh)	Henry
Elena	Helen	Ernesto	Ernest
Elenita	Nell	Federico	Frederic
Elisa	Elizabeth	Francisco	Francis
Estela	Estelle	Gregorio	Gregory
Ester	Esther	Gualterio	Walter
Eva	Eva	Guillermo (yeh)	William
Francisca	Frances	Hernando	Hernando
Gertrudis	Gertrude	Ignacio	Ignatius
Gloria	Gloria	Jaime	James

SPANISH NAMES OF CHILDREN

MUCHACHAS	GIRLS	MUCHACHOS	BOYS
Inés (E-nehs)	Inez	Jesús	Jesus
Irene (E-reh-neh)	Irene	Joaquín	Jonquin
Isabel	Isabel	Jorge	George
Josefine (Josefa)	Josephine	José	Joseph
Juana	Jane	Juan	John
Leonor	Leonora	Juanito	Johnny
Lucía	Lucy	Julio	Jules or Juluis
Luisa	Louise	Luis	Louis
Margarita (Rita)	Margaret	Manuel (noo)	Manuel
María	Mary	Miguel (ghehl)	Michael)
Marta	Martha	Pablo	Paul
Mercedes (Mehr-seh-dehs)	Mercedes	Pancho	Frank
Ortensia	Hortense	Pedro	Peter
Paula	Pauline	Pepe	Joe
Perla	Pearl	Rafael (Rah-fah-ehl)	Rafael
Rosa	Rose	Ramón	Raymond
Sara	Sarah	Ricardo	Richard
Silvia	Sylvia	Roberto	Robert
Stela (Ehs-teh-lah)	Stella	Rodrigo	Roderic
Sofía	Sophia	Ronaldo	Ronald
		Tomás	Thomas
Teresa (Teh-reh-sah)	Theresa	Rodolfo	Rudolph
		Salvador	Salvador
		Stéfano (Estéban)	Stephan
		Teodoro	Theodore

FAMILIAR CLASSROOM EXPRESSIONS FOR USE WITH CHILDREN

DIRECTIONS

Please	Por favor
Please look.	**Mira, (mirad), por favor.**

(Por favor may be added at the end of each of the following if desired.)

	SINGULAR	PLURAL
Look	Mira	Mirad
Listen	Eschcha	Escuchad
Sit down	Siéntate	Sentaos
Come here	Ven acá	Venid acá
Come In	Entra	Entrad
Forward	Adelante	Adelante
Be quiet	Silencio - Cállate	Silencio - Callaos
More slowly	Más despacio	Más despacio
Faster	Más aprisa	Más aprisa
Pay attention	pon atención	poned atención
Walk slowly	Anda despacio	Andad despacio
Don't run	No corras	No corrais
Raise you hand before speaking.	Levanta la mano antes de hablar	Levantad la mano antes de hablar
Pass out the paper	Pasa el papel	Pasad los papeles.
Sharpen your pencil	Saca punta al lápiz	Cacad punta a los lápices.
Return to your seat.	Regresa a tu asiento	Regresada a los asientos
Open your book (books) to page _____.	Abre el libro a la página _____.	Abrid los libros a la página _____.

	SINGULAR	PLURAL
Close your book Close your books.	Cierra el libro	Cerrad los libros.
Stand up.	Levántate	Levantaos
Careful, look out	Cuidado	Cuidado
Write this.	Escribe esto	Escribid esto
Bring me your paper (papers)	Tráme tu papel	Traedme los papeles
Tell me.	Dime	Decidme
Show me.	Muéstrame	Mostradme
I don't know	Yo no sé	
Repeat	Repite	Repetid
Do you understand?	¿Entiendes?	¿Entendeis?
Go to the blackboard	Ve a la pizarra	Id a la pizarra
Very good!	¡Muy bien!	
That's all	Eso es todo.	
That's enough	Es bastante.	
Are there any questions?		¿Hay preguntas?
What does _____ mean?	¿Qué quiere decir ____?	
How do you say _____ in Spanish?	¿Cómo tú dices _____ en español? ¿Cómo se dice _____ en español?	¿Cómo decid (dicen) ____ en español?
It is your turn to read.	Es tu turno para leer (te toca a ti)	
What's the matter with you?	¿Qué te pasa?	¿Qué hay?
Who is your teacher?	¿Quien es tu maestra? (maestro)?	
We will go to the bathroom		Nosotros iremos al baño. (lavatorio)
We will go to lunch.		Nosotros iremos a almorzar.

	SINGULAR	PLURAL
Get your lunch (lunches)	Coge tu almuerzo	Cojed el almuerzo
Get your lunch money	Coge el dinero del almuerzo.	Cojed el dinero del almuerzo.
We will rest, put your heads down.	Descansaremos, pon la cabeza abajo.	Descansaremos, poned la cabeza abajo.
Now we are going to play.		Ahora, vamos a jugar.
Would you like to help me?	¿Quieres ayuderme?	¿Queréis ayuderme?
Open the door	Abre la puerta.	Abrid las puertas.
Close the window	Cierra la ventana.	Cerrad las ventanas.
Sing with me.	Canta conmigo.	Cantad conmigo
Thank you very much.	Muchas gracias.	
It is time to go home.	Es hora de ir a casa.	
Get ready to leave.	Prepárate para salir.	Preparaos para salir.

FORMAL EXPRESSIONS USED WITH ADULTS

Hello!	¡Hola! (Buenos Días)
Welcome	Bienvenido (s) Bienvenida (S)
Please come in	Adelante, (Entre) (Entren), por favor
What is your name?	¿Como se llama usted?
My name is _____.	Yo me llamo _____.
How are you? Very well, thank you.	¿Como esta (Estan?) Muy bien, gracias.
Please be seated.	Favor de sentarse.
Parden me, please.	Perdóneme, por favor.
It's all right	Está Bien.
I'm pleased to know you.	Mucho gusto en conocerle. (a)
The pleasure is mine.	El gusto es mío.
Do you understand English?	¿Entiende el inglés?
Do you speak English?	¿Habla inglés?
Very litte.	Muy poco.
Just a moment, please.	Un momento, por favor.
Please come into my office.	Favor de entrar en mi oficina.
Let's go to the office.	Vamos a la oficina.
Please go to the office.	Favor de ir a la oficina.
Tell me.	Dígame.
Show me.	Muéstreme.
I don't know.	Yo no sé.
I don't understand.	You no entiendo.
Please repeat.	Repita, por favor.
Speak more slowly, please.	Hable más despacio, por favor.

FORMAL EXPRESSION USED WITH ADULTS

Are there any questions?	¿Hay preguntas?
Where do you work?	¿Dónde trabaja?
What a pity (shame)!	¡Qué lástima!
I'm very sorry.	Lo siento mucho.
I hope so.	¡Espero que sí (Ojalá)!
I hope not.	Espero que no.
What is your address?	¿Cuál es su dirrección?
My address is _____.	Mi dirección es _____.
What is your phone number?	Me telephono es _____.
Thank you very much.	Muchas gracias.
You're welcome.	De nada. (Por nada)
I'm pleased to have met you.	Yo he tenido mucho gusto.
The pleasure was mine.	El gusto has sido mio.
Goodbye	Adios.
See you again.	Hasta la vista.

Bilingual Education

IDENTIFICATION OF PATTERNS IN FRIES AMERICAN ENGLISH SERIES BOOK I

UNIT	PATTERN*	VOCABULARY
1.	My name's ___(Juan)___. I live in ___(Miami)___. I'm __(ten)__ years old.	
2.	I'm a ___(pupil)___. __(Juan)__ __(Garcia)__. My __(father)__'s name is __(Thomas)__. I'm in the __(fourth)__ grade.	pupil, teacher, father, mother, sister, brother, grade, school
3.	__(Mr. Jones)__ is a (n) __(teacher)__. __(Mrs. Smith)__'s a (n) __(housewife)__. __(he's, she's)__ a (n) __(mechanic)__.	Mr., Mrs., Miss, nurse, mechanic, housewife, carpenter, doctor, actor, actress, salesman, lawyer,
4.	__(Tom)__ isn't a __(policeman)__. Is __(Tom)__ a (n) __(farmer)__? Yes, __(Tom) (He)__ is. No, __(Tom, he)__ isn't.	fireman, plumber, farmer, dentist, janitor, policeman
5.	The __(teacher's)__ name is ___(Mrs. Wilson)___.	
6.	__(Juan)__ 's __(ten)__ years old. __(Juan)__'s __(ten)__. Is __(Juan)__ ten?	one, two, three, four, five, six seven, eight, nine, ten, eleven, twelve.
7.	What's your name? What's your __(mother)__'s name? What's your __(brother)__'s ? How old are you? Where do you live? What grade are you in? What school are you in? How old is __(Juan)__?	
8.	Are you __(ten)__? Yes, I am. No, I'm not.	
9.	I'm __(walk)__ ing. Are you __(walk)__ ing?	walking, reading, writing, running

* For the purposes of this outline new structures are listed under the heading patterns though in the strictest sense they are not new patterns

UNIT	PATTERN	VOCABULARY
10.	The _(boy)_ 's _(read)_ ing. _(Juan)_ 's _(read)_ ing. _(Maria)_ isn't _(read)_ ing.	boy, girl, man, woman, jumping, eating, drinking
11.	What are you doing? What's _(Maria)_ doing? Is _(Maria)_ _(read)_ ing?	
12.	This is a (n) _(pen)_ . Is this a (n) _(ruler)_ ? Yes, it is. No, it isn't. That's a (n) _(book)_ . Is that a (n) _(book)_ ? That is your _(notebook)_ . This is my _(pencil)_ . Is _(this, that)_ _(my, your)_ _(book)_ ?	book, pen, pencil, ruler, notebook, eraser.
13.	What's _(this) (that)_ ? A (n) _(book)_ . It's a (n) _(book)_ . _(This, That)_ isn't a (n) _(notebook)_ .	blackboard, desk, table, bookcase, chair, flag, piece of chalk, piece of paper.
14.	_(These, Those)_ are _(pencils)_ . What are _(these, those)_ ?	(plurals of nouns taught)
15.	_(These, Those)_ are _(your, my)_ _(books)_ .	
16.	Are _(these, those)_ _(doors)_ ? Yes, they are. No, they aren't.	door(s), window(s), flower(s), picture(s), boss(es), basket(s)
17.	They're _(children)_ . They're _(men)_ and _(women)_ . These are _(men)_ and those are _(boys)_ .	children, men, women, salesmen, firemen, policemen, housewives
18.	Is this a (n) _(chair)_ or a (n) _(table)_ ? Are these _(chairs)_ or _(tables)_ ? Is _(this)_ _(that)_ a (n) _(chair)_ or a (n) _(table)_ ? What is it? What are they?	
19.	We're _(wash)_ ing. We aren't _(iron)_ ing. They're _(sweep)_ ing. What are the _(boys)_ doing? What are _(Juan)_ and _(Maria)_ doing?	washing, ironing, cooking, working, baking, playing, sweeping, sleeping, dusting.

UNIT	PATTERN	VOCABULARY
20.	Review Lesson	
21.	I want (apples). I don't want (oranges). Thank you. You're welcome.	apple, banana, orange, cookies, crackers, a piece of cake, a cake, a piece of pie, a piece of candy
22.	What do you (want, see, need, have)? Do you (have, see, need, want) a (n) (banana)? Yes, I do. No, I don't. We have (crackers). I (want, see, have, need) a (n) (orange).	
23.	(He, She) (reads) every (day). What does (Juan)'s mother do every (day)?	Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday, every day, every other day, plays, washes, works, cooks, sweeps.
24.	What do you do every (Sunday)? I (cook) every (Saturday). Does (Juan) (read) every (night)? Yes, (she) does. No, (he) doesn't.	sing, dance, study, afternoon, morning, night.
25.	When do you (study)? When does (Juan) (study)?	evening
26.		pears, peaches, grapes, plums, like, fruit, ice cream, milk, coffee, cocoa, sandwich, bread, butter.
27.	Review Lesson	
28.	He (reads) (stories) every day. She doesn't (read) (stories) every day.	breakfast, lunch, dinner, noon, story, comics, ball, floor, clothes, dishes
29.	Review Lesson	
30.	The (book) is (red). (This, That) is a (red) (book). (This, That) (pencil) is (yellow). (These, Those) are (blue) (books). (These, Those) (books) are (blue).	blue, green, red, yellow, white, black, brown.

UNIT	PATTERN	VOCABULARY
	They're _(red)_. What color is the _(book)_? (It's, They're) _(red)_. It isn't _(yellow)_.	
31.	Is the _(cat)_ _(brown)_? Are the _(dog)_'s _(black)_?	cat(s), dog(s), cow(s), pig(s), rabbit(s), goat(s), horse(s), chicken(s)
32.	Review Lesson	
33.	The _(boy's)_ in the _(kitchen)_. Is the _(boy)_ in the _(bedroom)_? The _(book)_ is on the _(sofa)_. Is the _(book)_ on the _(sofa)_?	living room, bedroom, bathroom, kitchen, sofa, stove
34.	The _(book)_ is on the _(table)_ now. The _(book)_ was on the _(table)_ before.	now, before, was, were, house, street, car, bicycle, garage, yard, park, sidewalk.
35.	It's _(ten)_ o'clock. What time is it? It's _(ten)_-thirty. It's _(twenty)_ minutes _(to, after)_ _(ten)_ o'clock.	(numbers thirteen to thirty)
36.	Where _(was)_ _(Juan)_ at _(ten)_ o'clock?	at home, at school
37.	Who _(iron)_ed _(yesterday)_? _(Maria)_ did.	last night, yesterday, day before yesterday, yesterday evening, yesterday morning, yesterday afternoon.
38.	_(Maria)_ is _(sick)_ today.	present, absent, sick, well, hungry, thirsty, tired, sleepy, wet, dry, cold, warm.
39.	I see _(ten)_ _(yellow)_ _(chicken)_s, _(two)_ _(black)_ _(dog)_s, and a _(white)_ _(cat)_.	
40.	Who _(ran)_ _(before)_?	sang, read, drew, ran, wrote, swept, water, drank, ate, slept, hours, saw.

IDENTIFICATION OF PATTERNS IN FRIES AMERICAN ENGLISH SERIES - BOOK II

UNIT	PATTERN	VOCABULARY
1.		porch, roof, basement, wall, bed, dresser, rug, closet, sink, pan(s), plate(s), fork(s), knife (knives), spoon(s), glass(es), cup(s)
2.	Did _(Maria)_ _(dust)_ the _(chairs)_ yesterday? Yes, _(he, she)_ did. No, _(he, she)_ didn't. What did you do _(last night)_ ? When did you _(read)_ ?	
3.	What else did _(Juan)_ do yesterday? Where does _(Juan)_ _(eat lunch)_ ? Where did _(the boys)_ _(play)_ _(ball)_ _(yesterday)_ ?	lesson
4.	How much is _(the book, it)_ ? How much are _(the books, they)_ ?	purse, wallet, has, penny, nickel, dime, quarter, half dollar, dollar, cent(s), had
5.	_(A dollar)_ a piece.	last week, every week
6.		shoes, his, her, socks, pants, shirt, skirt, blouse, dress, our, their, wear, wore
7.	Whose _(purse)_ is _(this, that)_ ? _(This, That)_ _(book)_ is _(ours)_ . _(These, Those)_ _(books)_ are _(ours)_ . This is _(Juan)_ 's _(book)_ . This _(book)_ is _(Juan)_ 's.	mine, yours, his, hers, ours, yours(plural), theirs
8.		ribbon, cap, large, small, baseball, bat, mitt, glove, under, old, new, clean, dirty.

UNIT	PATTERN	VOCABULARY
9.	(We) (are) go ng to (study) . What are you going to do? What are you going to (study) ? What is (Maria) going to do? Is (Maria) going to (read) ? What are you going to do (this) (afternoon) ?	tomorrow, day after tomorrow, tomorrow morning, tomorrow afternoon, tomorrow night, this morning, this afternoon, this evening, tonight, next Monday (Tuesday, etc.)
10.		head, face, ears, arms, hands, legs, feet, big, little, long, short, its, eyes, mouth, hair, nose, teeth, brush
11.	What were you doing (last night) ? (He, She) was (read) ing. What was (Maria) doing (yesterday) ? They were (work) ing. What were (Juan) and (Maria) doing (yesterday) ? I was (study) ing. Yes, (he, she) was. No, (he, she) wasn't. Was (Juan) (iron) ing (last night)? Yes, they were. No, they weren't. Were they (read) ing (yesterday) ? Yes, I was. No, I wasn't. Were you (read) ing (yesterday) ? Yes, we were. No, we weren't. Were you (read) ing (yesterday) at (nine) o'clock?	
12.		store, storekeeper, clerk, open, close, sell, sold, buy, bought, coat, hat, belt
13.	Come to (the desk) . (He, She) came to (the esk) . Go to (the window) . (He, She) went to (th window) . I'm (coming, going) . Run to (the door) . Walk to (the door) . (He, She) (ran to) (walked to) (the window) . (He) (walked) from (the door) to (the desk) .	seat, run, walk

UNIT	PATTERN	VOCABULARY
14.	(The man is) going up the (stairs). (The man is) going down the (street). (Thomas) is (walking, running, going) (up, down) (the stairs.)	factory, hotel, room dining room, stairs, hill, road, elevator, first, second, third, fourth, fifth, sixth, seventh, please
15.	(Juan) is (Mrs. Garcia)'s (son). (I live) on (fifth) street. (He lives) at (1510)(Fifth) Street.	son, daughter, uncle, aunt, grandfather, grandmother, nephew, niece, cousin, baby, family, friend
16.	Open (the door). Close (the window). Erase the (board). Bring me the (book). Thank you. You're welcome. Give (me) the (pencil). Show (me) (paper).	showed, gave, put, opened, closed, erased
17.	Don't (open) (the door).	take, took, brought
18.	Who was (read) ing (yesterday)? Who were (work) ing (last night)? When (was) (Juan) (read) ing (yesterday)?	
19.	(Juan) was born in (May). (He) was born in (1955). What month was (Juan) born in? What year was (Maria) born in? I was born in (May). I was born in (1955). When was (Maria) born? When were you born?	(12 months of year) eighth, ninth, tenth, eleventh, twelfth
20.	Who's that? It's (Juan).	
21.	It's a (sunny) day. It's (sunny).	sun, shining, sunny, cloudy, wind, blowing, windy, clear, raining, rainy, cold, hot, snowing, snowy.

UNIT	PATTERN	VOCABULARY
22.	What season is it? What season is (May) in? (May) is in (spring). (June), (July), and (August) are the (summer) months in the United States. What kind of day (is, was) (today)? What kind of (season, month, week) (is, was) (the fall) (May)?	season, spring, summer, fall, winter, cool
23.	The (third). What day is today? What's the date? (Christmas) is in (December). (Juan) was born on (May the 15th). What day was (Maria) born on? When is your birthday? When were you absent? What month is (Thanksgiving) in? What day is (Lincolm's Birthday)?	(ordinal numbers thirteenth to thirty-first) Christmas, Thanksgiving, Independence Day, Memorial Day, Labor Day, Washington's Birthday, Lincoln's Birthday
24.	What (town, city) do you live in? What street do you live on? What number do you live at?	town, city
25.	(My uncle) (gave, sent) (me) presents. Who (gave, sent) (Maria) presents on (her) birthday?	party, present, him, her, them, us, you, sent, send
26.	What did (Juan) lose? (He) lost (a) (book). What did (Maria) (find, borrow)? What did (Juan) lend (Maria)?	found, find, borrow, borrowed, lend, lent
27.		ask, asked, question, tell, told, age, address, telephone number
28.		baker, bakery, milkman, dairy, job, foreman, post office, mailman, letter, package, post card, loaf, of, bottle of, pair of

UNIT	PATTERN	VOCABULARY
29.	Ask a question of (Maria). (He, She) asked a question of (Maria). (His mother) bought a (shirt) for (him). Did (Juan) buy a (shirt) for (Thomas)? (Maria) gave the (green) (book) to you.	
30.	(Juan) borrowed a (pencil) from (Maria). What did (you) borrow from (Thomas)?	
31.	My (desk) is (three) (feet, inches) (long, wide). How (long) is the (pencil)? The (desk) is (three) feet (four) inches (long).	foot, inch, long (direction of measurement) wide, tall, narrow, very (short, long, tall, short, wide, narrow)
32.	(Juan) is (thinner) than (Thomas). These (dog)'s are (young) er than those.	thin, fat, weak, strong, young, old, pretty, ugly
33.	(This book) is as (interesting) as (that book). (That book) isn't as (beautiful) as (this book). Is (Tom Sawyer) as (interesting) as (Huck Finn)?	interesting, beautiful, useful
34.	Review Lesson	
35.	Is (this book) more (expensive) than (that one)?	cheap, expensive, easy difficult, problem, exciting, important
36.		
37.	(This dress) is the (cheap) est of (all, the three). Which is the (cheap) est? (That) is the most (beautiful) of the (three). Which (book) is the (cheap) est?	more difficult, most difficult, most expensive
38.	The (church) is on the corner of (5th Street) and (7th Avenue).	church, library, hospital, airport, city hall, office, principal, ride, fly, drive, rode (contrasted to walked, toward, away from)

UNIT	PATTERN	VOCABULARY
39.		come, any, food, meat vegatables, juice, sugar, gas, oil
40.		police station, airplane, movies, game, after, school

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